



**AVILA COLLEGE**

**CATALOG • 1968 - 1969**

**CORRESPONDENCE**

Mailing address:

Avila College  
11901 Wornall Road  
Kansas City, Missouri 64145

Letters requesting information should be addressed as follows:

- General interests of the college.....President
- Academic Affairs.....Academic Dean
- Transcripts and records.....Registrar
- Admissions, scholarships.....Director of Admissions
- Payment of accounts.....Treasurer

Visitors are welcome on the campus. Administrative offices are open Monday through Friday from 9 a.m. to 5 p.m. and on Saturdays from 9 a.m. to 12 noon. It is advisable that appointments be made in advance.

The college telephone number is Willow 2-3204, Area Code 816.

AVILA COLLEGE

CATALOG

*1968 - 1969*

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## *Accreditation and Membership*

Avila College is accredited by the North Central Association for Colleges and Secondary Schools as a Bachelors degree granting institution.

It is also accredited by the Missouri State Department of Public Instruction, the Missouri State Board of Nursing and the National League for Nursing.

It is a member of the Kansas City Regional Council for Higher Education, the Missouri College Union, the Missouri Association of Universities and Colleges, and the Missouri College Joint Fund Committee.

Avila College holds memberships in the  
Association of American Colleges  
National Commission on Accrediting  
American Council on Education  
National Catholic Educational Association  
American Association of Colleges for Teacher  
Education  
American Association of Collegiate Registrars  
and Admissions Officers  
Conference of Catholic Schools of Nursing  
American Association of University Women  
College Entrance Examination Board

and in other professional organizations at both the national and the regional level.

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# *Calendar*

## **Academic Year 1968-1969**

<b>September 9</b>	Faculty Institute
<b>September 12</b>	Freshman Orientation and Registration
<b>September 13</b>	Registration
<b>September 16</b>	First semester classes begin
<b>September 22</b>	Mass of the Holy Spirit
<b>September 30</b>	President's Convocation
<b>October 18</b>	Avila Day (no classes)
<b>November 8</b>	Mid-semester date Last day for filing applications for senior comprehensives and degrees to be con- ferred May 31, 1969
<b>November 26</b>	Thanksgiving recess begins after last class
<b>December 2</b>	Classes resume
<b>December 11</b>	Pre-registration for second semester (no classes)
<b>December 21</b>	Christmas recess begins after last class
<b>January 6</b>	Classes resume
<b>January 20-25</b>	Semester examinations
<b>January 22-24</b>	Registration for second semester
<b>February 1</b>	Second semester classes begin
<b>March 28</b>	Mid-semester date
<b>April 2</b>	Senior comprehensive examinations Easter recess begins after last class
<b>April 9</b>	Classes resume
<b>April 30</b>	Pre-registration for first semester, 1969-1970 (no classes)
<b>May 12</b>	Honors Convocation
<b>May 24-29</b>	Semester examinations
<b>May 30</b>	Memorial Day (no classes)
<b>May 31</b>	Baccalaureate and Commencement
<b>June 14</b>	Registration for summer session
<b>June 16</b>	Summer classes begin
<b>July 4</b>	Independence Day (no classes)
<b>August 8</b>	Final examinations Commencement



# *The College*

## *History*

Avila College began the 1963 academic year with a new name, a new location, and a long tradition. The growth of this private college for women, conducted by the Sisters of St. Joseph of Carondelet, parallels the growth of the midwest and the city of Kansas City, Missouri, in which it is located.

In 1866, six Sisters of St. Joseph came from St. Louis to open an academy in the city's center. By 1910, the buildings were inadequate and the Sisters moved to a country site at 56th and Main Street.

In 1916, the administration chartered the first private college for women in Kansas City and offered a two-year program. Continued growth suggested expansion of buildings and curriculum. A four-year liberal arts college was begun in 1940 and was fully accredited in 1946.

The move to a new site in 1963 incorporated changes in policies of admissions, curricular offerings, staff and faculty appointments, and administrative procedures. Accreditation was granted by the National League for Nursing in May, 1966; continuation of accreditation by the North Central Association of Colleges and Universities was granted in August, 1967.

In the fall of 1969, Avila College will be co-educational. Avila and Rockhurst College will have a program of cooperation, utilizing the strengths of combined faculty, programs, and facilities for the men and women who choose degree programs at either institution.

## *Philosophy*

Avila College is a liberal arts college dedicated to the concept that man is ennobled by understanding and is obligated to the service of other men. Avila College clearly recognizes the beliefs which are fundamental to the fulfillment of its objectives: the dignity and worth of the individual, the sacredness and integrity of the family, and the interdependence and unity of all men.

Avila College proposes as its prime function the student's acquisition of knowledge in the basic academic and professional disciplines. Through a fundamental responsibility for excellence in teaching, the faculty helps the student to cultivate the processes of scholarship characterized by involvement, critical thinking, application, and commitment. Through



the knowledge competency acquired, the student develops ability to make relevant judgments which are guided by the discipline of logical method, meaningful questions, and ordered values.

Avila College upholds the view that there can be no true education which is not wholly directed to man's ultimate destiny. The religious emphasis, central to the total educational pattern, serves to regulate, elevate, and perfect the student's physical, intellectual, and moral powers by and for their individual and social uses. At the same time, Avila College clearly recognizes and accepts the obligation to respect the religious convictions of every student.

Avila College believes education is an active, social process which can be enlivened by the Christian spirit of freedom and charity. The overall climate of the college is designed to have full impact on character as well as on intellectual growth. Thus, all components of college life, particularly the experience of community, reinforce what the college has to offer. Avila College endeavors to promote intellectual integrity, emotional maturity, leadership, and professional competency through concern for continuing self-development and concern for the good of the whole human community.

**PURPOSE:** Avila College provides a systematic program for the development of academic excellence and the acquisition of truth through the liberal arts education and through the specialized studies in a major area. The graduate thereby is prepared for a life of leadership and service.

## *Objectives*

1. To develop intellectual competence and accomplishment by critical thinking, judging, and acting consistently and constantly in accordance with right reason and truth.
2. To develop a sense of responsibility for the application of learning in harmony with Christian ideals by personal involvement in the dynamic social order.
3. To develop personal well-being and excellence through transforming personal capacities into productive fulfillment.

## *Plans For The Future*

Plans for a ten-year development program were announced in October, 1960. Since then, steady progress has moved the college through the execution of the first phase of development.

A forty-eight acre campus was purchased in 1961 in southern Kansas City, Missouri and plans were made for expanded facilities and increased enrollments. The first buildings were completed in September, 1963 with a capacity for 600 full-time students. A student dormitory and student center were completed in late winter, 1964-65. A faculty residence and chapel were completed in June, 1967.

The ten-year program will affect curricula, student and faculty recruitment. The projected ten-building campus will accommodate 800-1,000 full-time students. Cost for the total campus is estimated at \$8,000,000. A continuing support program was initiated in 1962 to assist the administration finance its plans for the future of Avila College.

In preparing and executing the program, the administration purposes a college in the heart of the middle west which will attract students for its curricular excellence, its modern facilities, and its outstanding faculty.

## *Facilities*

Five modern buildings surround the college quadrangle and provide facilities for liberal arts students:

### **O'Rielly Hall**

Academic building with science laboratories and lecture hall, language laboratory, assembly hall, and classrooms.

### **Administration-Library Building**

Administrative offices and 50,000 volume library.

### **Carondelet Hall**

Residence hall with twin-bed rooms for 124 women, lounge facilities, study areas, recreation rooms, and kitchenettes.

### **Marian Center**

Student center with cafeteria for 350 students, snack bar, lounges, private dining area, and book store.

### **Faculty Residence and College Chapel**

A faculty house with 38 private rooms and a chapel for student and faculty use.

## ***Future Facilities***

Between 1968 and 1972, the following buildings will be added to the campus to complete the educational center for Avila students:

Fine Arts Center, Residence Hall, Library, and Special Education Center.

## ***The Metropolitan Area***

The student attending Avila College can increase her learning experience by taking advantage of the research, science, and health study facilities located in the metropolitan Kansas City area. The student is able to participate in the cultural and intellectual events of the city.

By special arrangements with the college, students share in specific science research and study conducted by the Kansas University Medical Center. Science reference materials at one of the country's leading science libraries, Linda Hall Library, are available to students. Public lectures presented at Rockhurst College, the Jesuit college for men, and at the University of Missouri at Kansas City, are open to Avila students. The Nelson-Atkins Art Galleries, the new Kansas City Public Library, and the Harry S. Truman Library are in the metropolitan area.

Civic sponsored events include the Lyric Opera presentations, the Kansas City Philharmonic programs, the Performing Arts Celebration, and the Music Hall performances of leading artists.

Recreational facilities in the area which are available to Avila students include a swimming pool, bowling lanes, golf course and driving range.

## *Honor Societies*

Delta Epsilon Sigma is a national scholastic honor society for students of Catholic colleges and universities. Students who have completed fifty percent of their undergraduate program with a 2.5 honor point average are eligible for membership.

Kappa Gamma Pi is a national honor society for alumnae of Catholic women's colleges. Students graduating with a 2.6 honor point average and manifesting a potential for leadership are eligible for membership.

Alpha Gamma Omega is a national honor society for drama students.

Pi Delta Phi is a national honor society for French majors and minors.

Alpha Sigma Pi is an Avila College honor society for recipients of the Avila Medal.

## *Awards*

The Avila Medal is an honor conferred by the president on seniors. The award is made on qualifications of character, service, and loyalty.

The Ariston Award is an honor conferred by the students on the most outstanding senior.

The National Catholic Theatre Conference sponsors awards for outstanding acting ability. The gold medal for outstanding contribution to Catholic theatre is given to students who have been elected to Alpha Gamma Omega, national honor society.

## *Alumnae Association*

Through the Avila College Alumnae Association, women who attended the college can maintain friendships and loyalties developed during their college years.

Any student who completes one full year at Avila is eligible for membership. Graduates of Avila College are inducted into the Association in ceremonies before graduation. Alumnae are encouraged to join chapters in the cities in which they live.

Through the Alumnae Association, alumnae promote the continued growth of the college and participate in the activities planned by the Association. Inquiries concerning the Association should be addressed to the Director of Alumnae Relations.

# *Admission and Expenses*

## **ADMISSION TO THE FRESHMAN CLASS**

### **Requirements for Admission**

Admission to Avila College is based on the applicant's academic record, personal qualifications, and evidence of ability to do college work.

The major criteria used by the Committee on Admissions and Scholarships in evaluating an applicant are the academic and personal records, rank in class and national test scores.

The applicant is expected to be a graduate of an accredited high school and to rank in the upper half of the graduating class. The applicant should present sixteen acceptable units of high school work distributed as follows: four units in English; two units in mathematics, including algebra and geometry; two units in the same modern foreign language; two units in social science; two units in natural science; and four units in electives.

The applicant must present satisfactory scores from the Scholastic Aptitude Test of the College Entrance Examination Board. The applications for the test can be obtained from the high school guidance counselor or by writing at least six weeks in advance of the test to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, 08540, or to P.O. Box 1025, Berkeley, California, 94701. The test should be taken early, preferably in November or December. A person who has graduated from high school more than five years before entering college need not take this test.

The candidate for admission must present an acceptable certificate of health from a licensed doctor of medicine on the form supplied by the college.

### **Advanced Placement of Freshmen**

Advanced placement (with or without credit) is given to students who have done advanced work in high school and make satisfactory scores on the Advanced Placement Examination of the College Entrance Examination Board.



## **Application Procedure**

The applicant should have the following sent to the Director of Admissions:

1. An application accompanied by the \$20 application fee. This fee is not refundable.
2. An official transcript of the high school record including scores from national standardized tests.
3. Scores from the Scholastic Aptitude Test of the College Entrance Examination Board.

Applicants will be notified of acceptance or rejection when the above credentials have been received and evaluated. Upon acceptance to the College, the following will be needed to complete admission requirements:

4. The health report form.
5. A notarized copy of the original birth certificate issued by the Bureau of Vital Statistics for those who plan to major in nursing.
6. A room reservation fee of \$50 for those who plan to live on campus. This fee is not refundable after May 15 unless the applicant is rejected.

## **ADMISSION OF TRANSFER STUDENTS**

In addition to the requirements listed for admission to the freshman class, transfer students must present official transcripts from each college attended and a statement of honorable dismissal from the last college attended. Transfer students need not take the Scholastic Aptitude Test.

Credit toward a degree will not be granted for those courses carried with the lowest passing grade of the institution. Credit for correspondence courses in excess of nine hours will not be accepted toward the degree. Credits received more than fifteen years ago will not be accepted toward a major. No more than 64 semester hours of junior college credit will be accepted toward the 128-hour requirement for the degree.

Students transferring from non-accredited colleges will be accepted provisionally until thirty semester hours have been successfully completed at Avila College.

Records of transfer students are evaluated by the registrar.

## **ADMISSION OF FOREIGN STUDENTS**

In addition to the requirements listed for admission to the freshman class, applicants from other countries are to take the Test of English as a Foreign Language. Information and applications may be obtained from TOEFL, Educational Testing Service, Princeton, New Jersey, 08540.

Foreign students must take one full year (two semesters) of English for Foreign Students (no credit) at Avila College as a prerequisite for Freshman English. The Freshman English courses must be taken in the sophomore year of college.

## **ADMISSION OF SPECIAL STUDENTS**

College graduates and students regularly matriculated at other institutions may be admitted to courses when the following credentials have been received by the Director of Admissions:

1. A formal application for admission.
2. An official statement from the academic dean or registrar of the institution granting the degree certifying that the student is either a graduate of the institution or is in good standing and has permission to enroll for the specified courses.
3. Official transcripts from each college attended if the student is working toward teacher certification.

## **ADMISSION OF PART-TIME STUDENTS**

Applicants who wish to enroll in a degree program but are unable to carry a full-time schedule will be admitted as part-time students and may carry fewer than 12 semester hours. They must fulfill all the requirements for regular admission and comply with the academic regulations of the college and such general regulations as the academic dean may require.

## **PRE-FRESHMAN ADMISSION**

Upon completion of the junior year in high school, students may register for college courses on the freshman level under the following conditions:

1. They must be in the upper twenty-five percent of their high school class and present a written recommendation from the principal.
2. They must fulfill admission requirements and pay the fees required of part-time students.

Courses taken for credit will count as credit after the student enters college as a regular student. Such courses will not count toward the high school diploma or as college entrance requirements.



## GENERAL EXPENSES FOR FULL-TIME STUDENTS

Tuition and general fee (per semester)

1968-1969 .....\$500.00

1969-1970 ..... 500.00

Residence (per semester) ..... 475.00

The room reservation fee of \$50 is credited  
on the second semester account.

## GENERAL EXPENSES FOR PART-TIME STUDENTS

Tuition for each credit hour .....\$30.00

General fee (per semester) ..... 10.00

## SPECIAL FEES

Student insurance program .....\$35.00

Application fee to accompany application  
for admission (not refundable) .....\$20.00

Tuition for each credit hour above 18 ..... 30.00

Student teaching per credit hour..... 8.00

Private lessons in piano, organ, voice, speech and theatre:

one lesson per week for one semester..... 50.00

two lessons per week for one semester..... 80.00

Science lab fee for part-time students..... 10.00

Language lab fee for part-time students..... 10.00

Ceramic fee per credit hour..... 3.00

Sculpture fee per credit hour..... 3.00

Special registration..... 5.00

Transcript of credits..... 1.00

Schedule revision..... 5.00

Credit by examination per semester hour..... 10.00

Evaluation of transcripts (for those who have not  
made application for admission)..... 5.00

Graduation fee (includes hood rental) ..... 30.00

The charge for courses which are audited is the same as that  
for courses which are taken for credit.

## **PAYMENT OF ACCOUNTS**

All expenses are payable in advance and due not later than the day of registration. If desired, deferred payment plans may be arranged with the treasurer. Students whose accounts are not paid in full on the day of registration will be assessed the same carrying charge as those on deferred payment plans. Students will not be permitted to remain in class beyond the date designated for the last payment unless all financial obligations have been met.

## **REFUND POLICY**

Students who withdraw from the college during the first two weeks will have 75 percent of the tuition refunded; between two and three weeks, 60 percent; between three and four weeks, 40 percent; after the fourth week there will be no refund and all accounts are due in full. Room, board, and fees are not refundable. In case of withdrawal requested by the college, refunds will be made as outlined.

The college reserves the right to revise its charges and fees at the end of any semester should it be deemed necessary.

## **FINANCIAL AID**

The financial aid program at Avila College exists for the student, who, without financial assistance, could not obtain the excellent education and professional training provided by the college. It is, therefore, the thinking at Avila College that a student should select a college on its educational advantages rather than on financial feasibility.

The Financial Aid Committee will take into account the entire need of the applicant and award one or a combination of various financial aid programs available at the college.

All students requesting financial assistance from Avila College are requested to complete the admission procedure and file a Parent's Confidential Statement with the College Scholarship Service. Forms for this service are obtained from the high school principal or counselor.

## **Scholarships**

The Scholarship Program is administered by the Committee on Admissions and Scholarships. The following criteria are used in awarding scholarships: rank in graduating class, scores from the Scholastic Aptitude Test, and the high school transcript. The selection of recipients is in relation to other applicants. All applications for scholarships must be received by the college by March 1.

Scholarship awards may be renewed for each of three successive years, provided that the students maintain a cumulative grade point average of "B" (2.00).

## **Tuition Grants**

Students who show good promise of college ability and who have financial need, may apply for tuition grants. Such grants are renewable each year upon application and are reviewed by the Financial Aid Committee. Tuition grants may not exceed \$300 per year.

## **Education Opportunity Grants**

The Higher Education Act of 1965 provided an allotment of money to institutions of higher education with the responsibility to administer the grants. The amount of a grant depends upon the parent's contribution as determined by the College Scholarship Service. Through this program a student may receive a grant ranging from \$200 to \$800. The amount of the grant will be matched by Avila College in the form of a scholarship, another grant, or a loan. Acceptance at Avila College and financial need are the only qualifications for eligibility for these grants.

## **Nursing Educational Opportunity Grants**

The Allied Health Professions Personnel Training Act of 1966 included, as one of the amendments to the Nurse Training Act, provision for Opportunity Grants for Nursing Education. These grants are patterned after the Educational Opportunity Grants in the Higher Education Act of 1965.

Opportunity Grants for Nursing Education are designed to attract into nursing qualified high school graduates of exceptional financial need who otherwise would be unable to enter the field of nursing.

The amount of a Nursing Educational Opportunity Grant cannot exceed a sum which is the lesser of \$800 or one-half of the sum of student financial aid provided by the school and by the scholarship program established by the state or private institutions or agencies. The amount of the grant is determined by a consideration of the following:

1. The amount which the parents can be expected to contribute to the student's education.
2. The amount which the student can contribute from her own resources.
3. The cost of attending the college.
4. The financial need of the student.
5. The matching amount of financial aid available to the student.

Opportunity Grants for Nursing Education are available only to students who have been accepted into the Avila nursing program.

## **National Defense Student Loans**

The National Defense Student Loan is available to students who are currently enrolled or accepted for enrollment at Avila College. To obtain such a loan, the Parents' Confidential Statement and the loan application form must be completed. Application should be made by April 15.

Students may borrow as much as \$1000 a year up to a maximum of \$5000 for their entire undergraduate education if they maintain their full-time status as students.

The repayment period begins nine months after graduation or the formal termination of the college education. The interest begins to accrue at that time at the rate of 3% per year on the unpaid balance. The repayment period extends for ten years. Repayment must equal at least \$15 per month per year.

For students who become full-time teachers in any public, private, or parochial school, as much as 50% of the loan may be forgiven at the rate of 10% a year up to five years of teaching. In the event of the death or permanent total disability of the borrower, the loan will be canceled in full. During periods of service in the Armed Forces or the Peace Corps, no interest will accrue and no repayment will be required.

## **Nursing Student Loan Program**

The separate loan program for nursing students is patterned after the general student loan program established under the National Defense Education Act of 1958. It is designed to increase the number of nursing students by enabling needy students to finance their education with a long-term low-interest loan.

The maximum amount a nursing student may borrow is \$1000 per academic year, with additional amounts for students required to attend school more than nine consecutive months. Loans are repayable over a ten-year period beginning one year after graduation. Beginning with the repayment period, the loans bear interest of 3% annually.

Up to 50% of the amount of the loan and interest will be canceled, at the rate of 10% annually for five years, if the borrower after graduation works full-time as a professional nurse in a public or nonprofit institution or agency.

## **Work-Study Employment**

Avila College participates in the College Work-Study Program of the Educational Opportunity Act of 1964. Full-time students employed under the provisions of the program may

work 15 hours a week during the regular school year and 40 hours a week during the summer months and some school vacation periods. Assignments may be made for employment on or off campus, depending upon the course of study. Eligibility for the program is determined by financial need as demonstrated by the Parents' Confidential Statement.

### **Student Assistance Program**

Each year a limited number of on-campus positions are available to students. Jobs are available in the library, the bookstore, administrative offices, language and science laboratories, and other selected areas. Those who have a preference for placement may mention this on the application form. There is no financial need requirement for this type of employment. Students should have their applications in before April 15.

### **Guaranteed Loans**

Through the Guaranteed Loan Program a student may borrow up to \$1,000 per year from a commercial bank. The guaranteed loan is patterned after the National Defense Student Loan except that there is no deferred payment for teachers and the parent's income (adjusted income) may be \$15,000 or less.

### **Monthly Plan**

Those who prefer to finance the cost of college through monthly payments may do so. Avila College is a member of Educational Funds, Incorporated, which provides a program of monthly payments. Additional information may be obtained from the Director of Admissions at Avila College or by writing to Educational Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02901.



# Academic Information

## DEGREES

Avila College offers a four-year course in the liberal arts and sciences, or in the liberal arts and sciences with some professional preparation, leading to the degrees of Bachelor of Arts and Bachelor of Science in Nursing.

## BACHELOR OF ARTS

The candidate for the Bachelor of Arts degree must meet the following requirements:

1. Completion of at least 128 semester hours of academic work with a minimum honor point average of 1.0 (average grade of C). No more than 40 hours in one subject may be counted toward the 128-hour requirement.

2. Completion of the final 30 hours at the college.

3. Completion of the following general education requirements:

Theology (Th 11 and elective)	6 hours
Required for Catholic students only	
Philosophy (Ph 11, 12, and elective)	9 hours
English (En 11, 12)	6 hours
Literature (En 21 or En 81, 82)	3-6 hours
Modern foreign language (intermediate course)	6 hours
Speech (ST 11)	2 hours
Fine arts (Ar 176, Mu 120, or ST 131)	4 hours
Natural science	8 hours
Mathematics	3 hours
History	6 hours
Social science (any two courses from: economics, geography, government, psychology, and sociology)	6 hours

4. Completion of a major of not less than 27 semester hours in one subject area including 20 semester hours in upper division courses; a minimum grade of "C" in each upper division course in the major. Completion of at least 12 upper division hours in the major at the college.

5. Completion of one of the following:
  - a) A minor of not less than 18 semester hours in one subject area including 12 semester hours in upper division courses.
  - b) At least 8 hours of supplementary courses in the major or in some related fields chosen with the approval of the major adviser.
6. Approval of a major in writing from the major subject appointee before entering the junior year.
7. A thesis, comprehensive, recital, or exhibit.

## BACHELOR OF SCIENCE IN NURSING

The candidate for the Bachelor of Science in Nursing degree must meet the following requirements:

1. Completion of at least 134 semester hours of academic work with a minimum honor point average of 1.0 (average grade of C).

2. Completion of the senior year at the college.

3. Completion of the following general education requirements:

Theology (Th 11 and 155) .....	6 hours
Required for Catholic students only	
Philosophy (Ph 11, 12, and 121 or 171) .....	9 hours
English (En 11, 12) .....	6 hours
Literature (En 21) .....	3 hours
Modern foreign language (intermediate course) .....	6 hours
Speech (ST 11) .....	2 hours
Fine arts (Ar 176, Mu 120, or ST 131) .....	2-4 hours
Natural science and mathematics .....	18-24 hours
History .....	6 hours
Sociology (So 11, 12) .....	6 hours
Psychology (Ps 11, 121, 161, 162) .....	12 hours

4. Completion of a major of not less than 48 semester hours; a minimum grade of "C" in all courses in the major.

5. Completion of a minor of not less than 18 hours in one subject area (psychology recommended) including 12 hours in upper division courses.

6. Approval of the major in writing from the chairman of the department before entering the junior year.

7. The National League for Nursing Achievement and Comprehensive Tests in each of the required nursing areas at the discretion of the department chairman.



# ***Academic Regulations***

## **CREDIT HOURS AND HONOR POINTS**

Credit for courses is indicated in terms of the semester hour. A semester hour of credit represents passing work in one hour of lecture or recitation, or two or three hours of laboratory work, a week, for one semester. Each semester hour with a grade of C carries one honor point; with a grade of B, two honor points; with a grade of A, three honor points. No honor point is given for a grade of D.

The honor point average is obtained by dividing the number of honor points earned by the number of hours attempted.

A candidate for a degree must earn 128 semester hours of credit and 128 honor points. If a student presents more than 128 semester hours, she must have additional honor points to correspond.

## **GRADING SYSTEM**

The system of grading is as follows: A, excellent; B, good; C, average; D, merely passing; F, failure; I, incomplete; W, withdrawal.

A grade of I becomes an F six weeks after the semester if the incomplete is not removed by that time.

For grades incurred by withdrawals, see the section on Program Changes and Withdrawals.

## **STUDENT LOAD AND CLASSIFICATION**

A full-time student carries from twelve to eighteen credit hours each semester. Excess credits may be carried only with the approval of the academic dean.

Students on a degree program must have the approval of the academic dean to take courses at another college. This request will not be granted if the student is within thirty hours of a degree, if the course is available on campus, or if the student does not have a C average.

Sophomore status is given to a student who has earned a minimum of 24 semester hours and 24 honor points; junior status, to a student who has earned a minimum of 60 semester hours and 60 honor points; senior status, to a student who has earned a minimum of 92 semester hours and 92 honor points.

## ATTENDANCE

Attendance at all classes and examinations is required.

## EXAMINATIONS

Ordinarily examinations are given at the end of each semester. A student who is absent from a final examination receives a grade of F unless arrangements are made with the instructor for taking the examination at another time.

## DEAN'S LIST AND HONOR ROLL

Students are eligible for the Dean's List who have a course load of at least 15 hours and an honor point average of at least 2.5.

Students are eligible for the Honor Roll who have a course load of at least 15 hours and an honor point average of at least 2.0

An exception to the 15-hour load is made for seniors during the semester of their student teaching.

## GRADUATION HONORS

Degrees are conferred with the following honors: *summa cum laude* is given to students whose honor point average is 2.9; *magna cum laude* is given to students whose honor point average is 2.7; and *cum laude* is given to students whose honor point average is 2.5.

## TRANSCRIPT OF CREDITS

Since student records are confidential, official and unofficial transcripts are issued only by written request from the student. Official transcripts are forwarded by direct mail to other institutions. Unofficial transcripts are issued to students for personal use. The fee for each transcript issued is \$1.00, payable in advance.

## PROGRAM CHANGES AND WITHDRAWALS

Any change in registration, including withdrawal from a course, must be made on the appropriate form supplied by the registrar. The form must be filled in and returned within a week to the registrar. The fee for each change in registration is \$5.

After the second week of the semester has been completed, no further changes in registration may be made. Withdrawals are not included in this regulation.

A student who withdraws officially from a course before mid-semester receives a grade of W; after the mid-semester, the student receives a grade of WP (withdrawal passing) or WF (withdrawal failing) depending upon the academic status at the time of withdrawal. Students who withdraw without authorization receive a final grade of F.

## PROBATION AND DISMISSAL

All students must maintain a cumulative honor point average of 1.0 (C average). Failure to maintain a C average places the student on academic probation. If the probation is not removed within a reasonable length of time, the student is dismissed.

The conduct expected of students should be such as is generally accepted and appropriate in an academic community. This standard does not ordinarily permit:

1. Conduct that obstructs or disrupts teaching, research, administration, or other college activities;
2. Student failure to react properly to administrative requests;
3. Indecent conduct or speech.

Failure of a student to observe the standard of acceptable behavior may, upon due deliberation by the administration, in conference with the faculty, and after a hearing for the student, result in dismissal of that student.

# *Courses of Instruction*

## DEPARTMENTS

The academic departments of the college and the subject areas included in these departments are as follows:

Department of Theology and Philosophy

Department of Modern Languages

English, French, German, Spanish

Department of Fine Arts

art, music, speech and theatre

Department of Natural Sciences and Mathematics

biology, chemistry, earth science, mathematics, physics

Department of Social Science

business and economics, history, sociology

Department of Education and Psychology

Department of Nursing

Students may major in the following areas: art, biology, business and economics, chemistry, pre-school education, elementary education, special education: mentally retarded, English, French, German, history, mathematics, music, nursing, sociology, Spanish, speech and theatre, religious education.

Minors are offered in most major areas and in secondary education, philosophy, psychology, and theology.

A two-year business program is offered.

## COURSE DESCRIPTIONS

Courses numbered 11-99 are lower division and are intended primarily for freshmen and sophomores. Those numbered 111-199 are upper division and are more advanced.

Consecutive numerals separated by a comma, e.g., Bi 11, 12, indicate a course sequence through the year.

The numeral in parentheses after the course title indicates the credit in semester hours.

The Roman numeral following the course description indicates the semester in which the course is given. First semester course offerings are indicated by I; second semester, II. Where frequency of course offering is not indicated, the course is given as required.

## **Art (Ar)**

**Major:** Ar 11, 12, 21, 22; twenty-three hours in upper division work including Ar 111, 112, 131, 141, 142, 151, and four hours of art history exclusive of Survey Ar 176; nine supplementary hours in art or in related fields.

**Minor:** Ar 11, 12, 21, 22 and fourteen hours in upper division art including Ar 176.

### **11, 12. Drawing I, II. (2, 2)**

Drawing fundamentals; composition, form, space. Beginning figure. I, II.

### **21, 22. Design I, II. (2, 2)**

Fundamentals of two and three dimensional composition. Skill and creative design in lettering and lettering uses. I, II.

### **111, 112. Drawing III, IV. (2, 2)**

Figure drawing and mass-space composition. Mixed media. I, II. Prerequisites: Ar 11, 12.

### **115. Art for the Elementary Schools. (2)**

Analysis of the child's expression. Art as a content subject. Teaching, appreciation and analysis of art activities.

### **121, 122. Design III, IV. (3, 3)**

Advertising layout; fundamentals of printmaking, mono-prints, woodblock, serigraphy. I, II. Prerequisites: Ar 21, 22.

### **131, 132. Ceramics I, II. (3, 3)**

Introduction to clay, firing, glazing. Handbuilding and wheel throwing. I, II.

### **133, 134. Ceramics III, IV. (3, 3)**

Continuation of Ceramics 132. Materials and design. Emphasis on wheel throwing, glaze composition, and independent design.

### **136. Enameling. (3)**

Basic enameling techniques and design. Copper-silver. Prerequisites: Ar 11, 21.

### **141, 142. Oil Painting I, II. (3, 3)**

Experience with brush and color to structure, interpret and communicate ideas. Prerequisites: Ar 11, 21.

### **143. Oil Painting III. (3)**

Communication with continuing sensitivity to life, environment and ideas in color structure.

### **145. Watercolor. (3)**

Theory, practice and creative expression. Prerequisites: Ar 11, 21.

### **151, 152. Sculpture I, II. (3, 3)**

Introduction to modeling, carving, and casting. History of development of sculptural expression. I, II.

### **153, 154. Sculpture III, IV. (3, 3)**

Extended studio experience in metals and wood. Independent exploration of media and form. I, II.

### **176. Survey of Art. (2)**

Study of relationship between man in his world and in his art expression. I.

### **181. History of Renaissance Painting. (2)**

Study of development of the Florentine and Flemish schools and the style of individual artists.

### **184. Post-Renaissance Painting and Sculpture. (2)**

Study of Western art from the Renaissance to the 20th Century. Prerequisite: Ar 176.

### **196. Survey of 20th Century Art. (2)**

Sculpture and painting from 1900 through the present. Slide discussion, readings, gallery visits. Prerequisite: Ar 176.

### **199. Art Problems. (1-3)**

A final course to be arranged upon need. Student and adviser in consultation plan content.

A work evaluation of all students follows the eight hours of lower division work. If the student gives insufficient evidence of acceptable progress, she is encouraged to change her major. An area of concentration is to be indicated prior to the second semester of the Junior year. Areas of concentration are: painting, sculpture and/or ceramics, advertising design, and general art for those planning to teach.

All senior students are required to organize and present an exhibit of representative works during the final semester with emphasis on the area of concentration. They must submit fifteen color slides of works shown in the exhibit. The department reserves the right to retain one piece from each course for exhibit purposes and one piece for its permanent student collection.



## ***Biology (Bi)***

**Major:** Bi 11, 12; twenty-four semester hours in upper division biology including Bi 116, 117, 131, 151, and 198; Ch 11 or 21, 22, 111, 112, and 121; Phy 11, 12; Ma 31. Students majoring in biology automatically fulfill the requirements for a minor in chemistry. French or German is recommended to fulfill the foreign language requirement. The Graduate Record Examination must be taken at least one month prior to graduation.

**Minor:** Bi 11, 12; twelve semester hours in upper division biology.

### **11. General Biology I. (4)**

Principles of biology and their application to structure, function and relationships among plants and animals. Prerequisite: None. Lectures three hours, laboratory and discussion three hours per week. I.

### **12. General Biology II. (4)**

Continuation of Bi 11. Prerequisite: Bi 11. Lectures three hours, laboratory and discussion three hours per week. II.

### **111. Human Anatomy and Physiology I. (3)**

Structure and function of the human body; consideration of the abnormal with emphasis on physiological changes; first semester includes general principles, cells, tissues, and the skeletal, muscular, nervous and integumentary systems. Prerequisite: Bi 12 or consent of instructor. Lectures two hours, laboratory and recitation two hours per week. I.

### **112. Human Anatomy and Physiology II. (3)**

Continuation of Bi 111; includes the circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems. Prerequisite: Bi 111. Lectures two hours, laboratory and recitation two hours per week. II.

### **116. Principles of Genetics. (3)**

Principles of heredity in plants and animals; nature, transmission and function of genetic material; population genetics and evolution. Prerequisites: Bi 12, Ch 112, junior or senior standing, Bi 117 concurrently, unless by consent of instructor. Lectures three hours per week.

### **117. Laboratory in Genetics. (1)**

Experimental genetic studies using *Drosophila* and microorganisms. Prerequisite: Bi 116 or concurrently. Laboratory four hours per week.

### **131. Structural Biology. (4)**

Structure of plants and animals, with emphasis on function and phylogenetic relationships. Prerequisites: Bi 12. Lectures three hours, laboratory three hours per week.



**141. General Biochemistry. (3)**

Investigation of the chemical processes in living matter. Prerequisites: Ch 112, Bi 142 or Ch 142 concurrently, unless by consent of instructor. Lectures three hours per week.

**142. Biochemistry Laboratory. (2)**

Studies of natural products, metabolism and instrumentation. Prerequisites: Ch 112, Ch 141 or Bi 141 or concurrently. Laboratory six hours per week.

**146. General Microbiology. (4)**

Morphology, physiology, nutrition, metabolism and growth of micro-organisms; beneficial and harmful relationship of micro-organisms to man; techniques of isolation and cultivation. Prerequisites: Ch 11 or 21, Bi 12, unless by consent of instructor; organic chemistry recommended but not required. Lectures three hours, laboratory four hours per week. II.

**148. Cell Biology. (3)**

Composition, structure, heredity, and growth of cells. Analysis of the cell concept in biochemical terms. Prerequisites: Bi 12, Ch 112, Bi 149 concurrently, unless by consent of instructor.

**149. Laboratory in Cell Biology. (1)**

To accompany Bi 148. Prerequisite: Bi 148 or concurrently. Laboratory three hours per week.

**151. Comparative Animal Physiology. (4)**

Chemical and physical basis of general physiology; function of animal organ systems; comparative study of adaptation to environment by various animal phyla. Prerequisites: Bi 12, Ch 11 or 21. Lecture three hours, laboratory three hours per week.

**161. Developmental Biology. (4)**

Principles of development in plants and animals; the formation of organ systems. Prerequisites: Bi 12, Bi 131, unless by consent of instructor. Lectures three hours, laboratory three hours per week.

**198. Biology Seminar. (1-3)**

Selected readings and discussion of current topics in biological research. Prerequisites: Junior or senior standing; twelve hours of upper division work in biology. Time to be arranged.

**199. Biology Research. (1-6)**

Individual student research project. Prerequisite: Consent of department. Time to be arranged.

## ***Business and Economics (Bu and Ec)***

**Major:** Bu 51, 52; Ec 41, 42; and twenty-one semester hours in upper division business and/or economics including Ec 161, 181, and 182; six supplementary hours in business and/or economics or in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** Ec 41, 42 and twelve semester hours in upper division business and/or economics.

## ***Business (Bu)***

### **11. Elementary Typewriting. (2)**

Correct keyboard technique, speed and accuracy building, tabulation, simple letters.

### **12. Advanced Typewriting. (2)**

Letter forms, rough drafts, skill improvement, manuscripts, business reports, production typing.

### **21. Elementary Shorthand. (3)**

Principles of Gregg shorthand with emphasis on reading speed and dictation from penwritten transcripts.

### **22. Intermediate Shorthand. (3)**

A course designed to build shorthand writing speed.

### **51, 52. Principles of Accounting. (3, 3)**

The basic terminology, concepts, and systems of modern accounting. Analysis, recording, and classification of financial data for single proprietorship, partnership, and corporations. A study of materials, labor, and overhead control in job, process, and standard cost systems. Budget administration, return on investment, and taxes are discussed.

### **111. Secretarial Procedures. (3)**

Comprehensive treatment of secretarial duties performed in modern business offices.

### **121. Beginning Shorthand Transcription. (3)**

Designed to increase shorthand writing speed and to begin transcription skill building.

### **122. Advanced Shorthand Transcription. (3)**

Continuation of Beginning Shorthand Transcription with emphasis on speed building in dictation and transcription.

### **131. Business Machines. (2)**

Projects designed to develop skill in the use of calculators, adding machines, and duplicators.

### **156. Business Communication. (3)**

Composition of business letters, inter-office communication, business messages.

## ***Economics (Ec)***

### **41, 42. Principles of Economics. (3, 3)**

An examination of the structure and operation of the American economy, prices and price determination, distribution of income, money and banking, financing government, national income stabilization and growth, current economic problems, international economics, and comparative economic systems.

### **141. Personal Finance. (3)**

Study of the economic and financial problems facing the consumer, including budgeting, banking, consumer credit, insurance, annuities and pensions, savings, investments, home ownership, taxes, and estate planning.

### **151. Personnel Administration. (3)**

A study of the organization and operation of the personnel department. Consideration is given to planning and controlling the administration of personnel functions, including employee procurement, placement, training, job evaluation, wage administration, performance rating, health and safety.

### **161. Money and Banking. (3)**

Investigation of the complex money and credit structure, various types of money and credit, banking structure, Federal Reserve System, foreign exchange, price levels, and economic stability.

### **176. Social Values in Economic Life. (3)**

Study of Catholic social thought in the socio-economic field; application of the social teachings of the Church in selected contemporary problems—capital, labor, wages, family, property, race, state, and rural life.

### **181, 182. Business Law. (3, 3)**

Study of the legal aspects of contracts, agency and employment, commercial paper, personal property and bailments, sales of goods, partnerships, corporations, real property and leases, insurance, security devices, bankruptcy, trusts and estates, and government regulation of business and labor.

## 199. Economics and Business Seminar. (1-2)

For majors only.

Proficiency tests in shorthand and typewriting are given by appointment to teachers wishing to satisfy certification requirements. Five hours credit is given in each area for those meeting the test standards. This credit is not applicable toward the degree.

Test fee: \$25 in each area. An application fee of \$5 for each test is required every time a test is taken. Only when the applicant passes the test may the \$5 application fee be applied to the account.

## *Two-Year Business Course*

To earn a certificate the student must complete 64 semester hours; maintain an honor point average of 1.0 (average grade of C); and complete the following specific courses:

Theology .....	6 hours
English (En 11, 12) .....	6 hours
Speech (ST 11) .....	2 hours
History (Preferably Hi 11, 12).....	6 hours
Philosophy (Ph 11, 12).....	6 hours
Principles of Economics.....	6 hours
Principles of Accounting.....	6 hours
Typewriting (Depending upon previous training) .....	2-4 hours
Shorthand and Transcription (Depending upon previous training) ..	6-12 hours
Business Communication .....	3 hours
Business Machines .....	2 hours
Secretarial Procedures .....	3 hours
Electives from Business and Economics....	6-9 hours

## ***Chemistry (Ch)***

**Major:** Ch 11 or 21, 22, and thirty semester hours in upper division chemistry including Ch 111, 112, 121, 122, 131, 132, and 151; Phy 11, 12; Ma 31, 112. Chemistry majors are not required to have a minor. German is recommended to fulfill the foreign language requirements.

**Minor:** Ch 11 or 21, 22, and twelve semester hours in upper division chemistry including Ch 111.

### **11. General Chemistry. (4)**

Fundamental laws and principles of chemistry. I.

### **16. Introduction to Physical Science. (4)**

Essential elements of physics and chemistry for students not majoring in science.

### **21. General Chemistry. (4)**

A more quantitative study of the fundamental laws and principles of chemistry for students having good chemistry background. I.

### **22. General Chemistry. (4)**

Continuation of the general principles of chemistry with emphasis on solution chemistry and introduction to qualitative analysis. Prerequisite: Ch 11 or 21. II.

### **111, 112. Organic Chemistry. (4, 4)**

Principles, laws, and theories governing the formation and reactions of aliphatic and aromatic compounds. Prerequisite: Ch 22. I, II.

### **121, 122. Analytical Chemistry. (4, 4)**

Principles and techniques of quantitative gravimetric, volumetric and instrumental analysis. Prerequisite: Ch 22. I, II.

### **131, 132. Physical Chemistry. (4, 4)**

Physical laws and theories as applied to chemical phenomena. Prerequisites: Ch 22, Phy 12.

### **141. Biochemistry. (5)**

Investigation of the chemical processes in living matter. Prerequisite: Ch 112.

### **151. Inorganic Chemistry. (3)**

Theoretical approach to the modern concepts of molecular structure of inorganic compounds. Prerequisite: Ch 122.

### **161. Organic Qualitative Analysis. (3)**

Identification of organic compounds by qualitative chemical and physical methods.

### **181. Chemistry Seminar. (1 each semester)**

Extension of the knowledge of chemistry through selected readings and reports.

### **191. Chemistry Research. (1-6)**

Individual student research project.



## ***Earth Science (ES)***

No major or minor is offered.

### **11. Earth Science. (4)**

Study of the physical and historical aspects of geology, plus weather and astronomical relations of the earth. Laboratory study of minerals, rocks, maps, and fossils.

## ***Education (Ed)***

### **PRE-SCHOOL EDUCATION**

**Major:** Twenty-seven semester hours in education including Ed 121 or 141, 179 or 186, 151, 187, 189, 190, and 196; eight supplementary hours in education or in a related field to be chosen with the approval of the major adviser or a minor in a related field.

No minor is offered.

### **ELEMENTARY EDUCATION**

**Major:** Twenty-seven semester hours in education including Ed 121, 141, 151, 179, 186, 191, and 196; eight supplementary hours in education or in related fields to be chosen with the approval of the major adviser or a minor in a related field.

No minor is offered.

### **SPECIAL EDUCATION: MENTALLY RETARDED**

**Major:** Twenty-seven semester hours in education including Ed 121, 136, 141, 151, 156, 166, 179, 186, and 196; eight supplementary hours including Ps 163 and 176 to be chosen with the approval of the major adviser.

No minor is offered.

### **SECONDARY EDUCATION**

No major is offered. Students preparing to teach on the secondary level major in the teaching field and minor in secondary education.

**Minor:** Twenty semester hours in education including Ed 121 (or Ps 123), 141, 181, 186, 193, 195, and 196.

### **16. Children's Literature. (2)**

Types of children's books; criteria for the selection and evaluation of these books; relation of reading to children's needs, abilities, and interests. II.

**116. Crafts for the Mentally Retarded. (3)**

Laboratory experiences providing knowledge and opportunities for expression; designed to be used in accord with the capabilities of the retarded child. I.

**121. Human Growth and Development. (3)**

Physical, emotional, social and psychological growth and development of the normal child from conception through adolescence; effects of these factors on intellectual growth and development. I and II. See Ps 121.

**136. Speech and Language Problems of the Mentally Retarded Child. (2)**

Exploration of speech problems of exceptional children, with emphasis on those of the mentally retarded child. II.

**141. Educational Psychology. (3)**

Application of psychological principles to the field of education; nature of the learning process; motivational devices; evaluation of learning. I.

**146. Physical Education for the Elementary School. (2)**

Total fitness program directed toward the elementary school child; methods of evaluating fitness; organization of programs of physical education based upon sound principles of human growth and development. II.

**151. Teaching of Reading in the Elementary School. (2)**

Objectives, methods and techniques of teaching reading in the elementary school; place of reading in the curriculum; use of phonics. I.

**156. Reading Problems of the Mentally Retarded Child. (3)**

Methods of teaching reading to retarded children including any applicable techniques and materials. I.

**161. Teaching of Science in the Elementary School. (2)**

Organization of the science program in the elementary school and its place in the curriculum; opportunities for experience in laboratory and field work.

**166. Methods of Teaching the Mentally Retarded Child. (4)**

Selection and application of appropriate procedures, methods, and techniques for teaching the mentally retarded child; observation in a mentally retarded classroom. II.

**167. Curriculum and Materials for the Mentally Retarded. (3)**

A study of and experience in the construction and use of curricular materials for primary and intermediate groups of retarded children. II.



**169. Characteristics of Exceptional Children: Emotionally Disturbed. (3)**

Exploration of the characteristics of emotionally disturbed children with an emphasis on methods of teaching to be used with them in the classroom or group situation. I.

**171. Fundamentals of Geography. (3)**

Basic geographical concepts; methods of teaching geography at the elementary level. II.

**173. Health Education. (2)**

Physiology and personal physical hygiene adapted to prospective teachers; modern school health programs. I.

**176. Tests and Measurements. (2)**

Administration and interpretation of psychological and achievement tests; evaluation of specific measurement instruments and their use in the school. II. See Ps 176.

**179. Elementary School Organization and Management. (3)**

Organization of subject matter for various grade levels; methods of classroom procedures and management principles; relation to administrative personnel. I.

**181. Secondary School Organization and Management. (3)**

Organization of subject matter for various secondary levels; classroom procedures and management principles; relation to administrative personnel. II.

**186. Foundations of Education. (3)**

Development of education and educational theories through the centuries with emphasis on American educational trends; application and evaluation of philosophies of education. II.

**187. Philosophy of Montessori. (4)**

Review of the philosophy which is the background of Montessori education; application in observation periods and use of materials. Summer Session only.

**188. Montessori Theory. (1)**

Introduction to Montessori theory; an overview of early care, maturation, and growth patterns of the pre-school child. Summer Session or Workshop Session only.

**189. Montessori Theory and Methods. (6)**

Extended study of Montessori theory including the pre-school child's care and development; learning through experience and self-directed activity; educational procedures; prepared environment for the formation of the individual. Observation, practice and preparation of materials. Summer Session, fall, or spring semesters in connection with apprenticeship periods.

**190. Psychology of Montessori. (4)**

Study of the psychological development of the pre-school child with a view to understanding the basis of the Montessori method of teaching; application in observation periods and use of materials. Summer Session only.

**191. General Methods and Observation in the Elementary School. (2-4)**

Steps in lesson preparation and planning at different levels of the elementary school; actual observation of the teaching-learning process in preparation for the formal student teaching assignment. I.

**193. General Methods and Observation in the Secondary School. (2-4)**

Steps in lesson preparation, planning, and presentation; selection and application of appropriate procedures, methods, and techniques; actual observation of the teaching-learning process in preparation for the formal student teaching assignment. I.

**195. Special Methods in the Teaching of Secondary School Subjects. (2)**

Courses are offered in subject-matter fields as follows:

Teaching of Art in the Secondary School

Teaching of Biology in the Secondary School

Teaching of Business in the Secondary School

Teaching of Chemistry in the Secondary School

Teaching of English in the Secondary School

Teaching of French in the Secondary School

Teaching of History in the Secondary School

Teaching of Mathematics in the Secondary School

Teaching of Music in the Secondary School and  
Choral Conducting

Teaching of Spanish in the Secondary School

Teaching of Speech in the Secondary School

**196. Student Teaching: Pre-school. (5-8)**

**Student Teaching: Elementary. (5-8)**

**Student Teaching: Mentally Retarded. (5-8)**

**Student Teaching: Secondary. (5-8)**

Professional laboratory experience in the pre-school, elementary, mentally retarded, or secondary school setting; supervision and guidance shared between the cooperating teacher and the college supervisory staff. By arrangement two months in advance of the registration date. Prerequisites: major or minor requirements. I and II.

**199. Seminar in Education. (3)**

Independent study and research; individual guidance in basic research techniques; writing of extensive research paper. Restricted to full-time students. I and II.

## ***English (En)***

**Major:** En 11, 12; En 81, 82; twenty-seven semester hours in upper division English; at least eight supplementary hours in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** En 11, 12; En 81, 82; twelve semester hours in upper division English.

### **11, 12. Freshman English. (3, 3)**

Training in critical reading and the writing of correct and effective prose; techniques of the research paper. I, II.

### **21. World Literature. (3)**

Analysis of selected masterpieces from the Greeks to the present.

### **81, 82. Survey of English Literature. (3, 3)**

A study of English literature from its beginnings to the present; emphasis on analysis and interpretation of prescribed works. I, II.

### **111. Advanced Composition. (3)**

Analysis of various types of writing; critical evaluation of student work and guidance in revising.

### **121. Linguistics. (3)**

Introductory course in linguistics, with emphasis on the structural formation and development of the English language.

### **131. History of the Theatre. (3)**

Classical age of the Greek theatre to the present; analysis of representative plays.

### **136. Shakespeare. (3)**

Representative tragedies, history plays, and comedies. See ST 136.

### **141. Contemporary Drama. (3)**

Analysis of plays from Ibsen to the present, including avant-garde drama. See ST 141.

**145. Seventeenth Century Studies. (3)**

Critical reading and analysis of representative prose, poetry, and drama.

**147. The Restoration and the Eighteenth Century. (3)**

Critical reading and discussion of writing of Restoration and eighteenth century; emphasis on Dryden, Pope, Swift, Addison and Johnson.

**148. Nineteenth Century Studies. (3)**

Main trends in literature of the nineteenth century; works of selected writers of Romantic and/or Victorian period.

**161. The Novel. (3)**

A study of the development of the novel; emphasis on the contemporary English and American novel.

**162. World Classics. (3)**

Analysis of selected masterpieces. An upper division course for students who have not taken En 21.

**166. Modern Poetry. (3)**

Representative British and American poets of twentieth century; study of modern poetic techniques.

**181. American Literature. (3)**

A study of the writings of Hawthorne, Poe, Melville, Henry James, Thoreau, Whitman, and Mark Twain.

**182. American Literature. (3)**

A study of the lyric poem from Colonial times to the present and of representative works of selected contemporary novelists, playwrights, and critics.

**191. Literary Theory and Criticism. (3)**

Nature of literature; application of literary principles to selected texts.

**199. Seminar. (3)**

Selected topics.

## ***French (Fr)***

**Major:** Fr 11, 12, 16, 17 or their equivalent; twenty-four hours in upper division French including Fr 111, 121, 131, 132, 151, 152; eight supplementary hours in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** Fr 11, 12, 16, 17 or their equivalent; twelve semester hours in upper division French.

All French majors and minors are required to spend at least two hours a week in the language laboratory.

### **11, 12. Elementary French. (3, 3)**

Elements of the language; drill in pronunciation with practice in reading, writing and speaking French. Two hours a week laboratory period. For students beginning French or presenting one unit of high school French. I, II.

### **16, 17. Intermediate French. (3, 3)**

Emphasis on oral and aural skills; review of grammar; reading of modern texts. Prerequisites: Fr 11, 12, or two years of French in high school. I, II.

### **21, 22. French Conversation. (3, 3)**

Systematic training in oral practice and self-expression.

### **111. French Phonetics. (3)**

Scientific approach to French pronunciation, practical phonetics, audio-oral training.

### **121. French Civilization. (3)**

General history of French civilization with particular emphasis on political, social, intellectual, and artistic aspects of contemporary France.

### **131, 132. French Composition. (3, 3)**

Review of grammar and syntax, practice in writing. I, II.

### **151, 152. Survey of French Literature. (3, 3)**

Literature from *La Chanson de Roland* to the twentieth century. I, II, alternate years.

### **171. The Drama of the Seventeenth Century. (3)**

Masterpieces of Corneille, Moliere and Racine. Alternate years.

### **181. French Literature of the Twentieth Century. (3)**

Critical reading and analysis of the writings of significant authors. Alternate years.

### **198, 199. French Seminar. (2, 2)**

Directed readings in French literature, conferences, research papers.



## ***German (Ge)***

**Major:** Ge 11, 12, 16, 17; twenty hours in upper division German including Ge 131, 132, 151, and 152; eight supplementary hours in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** Ge 11, 12, 16, 17; twelve semester hours in upper division German.

### **11, 12. Elementary German. (3, 3)**

Elements of the language; drill in pronunciation with practice in reading, writing and speaking German. Two hours a week laboratory period. For students beginning German or presenting one unit of high school German. I, II.

### **16, 17. Intermediate German. (3, 3)**

Emphasis on oral and aural skill; review of grammar; reading of modern texts. Prerequisites: Ge 11, 12 or two years of German in high school. I, II.

### **131, 132. German Composition and Conversation. (3, 3)**

Review of grammar and syntax; practice in writing; systematic training in oral practice and self expression.

### **151, 152. Survey of German Literature. (3, 3)**

Literature from the *Song of Hildebrand and Hadubrand* to the twentieth century.

### **171. Classic Period of German Literature. (3)**

Masterpieces of Goethe and Schiller.

### **181. Modern German Literature. (3)**

German literature of the nineteenth and twentieth century. Critical reading and analysis of the writings of significant authors.

### **198, 199. German Seminar. (2, 2)**

Directed readings in German literature, conferences, and research papers.



## ***History (Hi)***

**Major:** Hi 11, 12, 17, 18; Go 127; twenty-one semester hours in upper division history. A minor in a related field is optional.

**Minor:** Hi 11, 12, 17, 18; twelve semester hours in upper division history.

### **11. History of Modern Europe I. (3)**

Introductory study of periods of major historical significance in the course of modern European history from 1500 to 1815. Emphasis on readings in the sources and class discussions.

### **12. History of Modern Europe II. (3)**

Continuation of Hi 11 from 1815 to the present.

### **17. American History I. (3)**

Colonial origins; economic, political, and social conditions through the Civil War; origin and interpretation of American ideals.

### **18. American History II. (3)**

Continuation of Hi 17 from 1865 to the present.

### **120. Diplomatic History of the United States. (3)**

History of the United States foreign relations from the Revolution to the present.

### **124. American Social and Intellectual History. (3)**

Development of American "civilization" from the Revolution to the present.

### **126. Economic History of the United States. (3)**

A study of the basic economic institutions of the United States from the Revolution to the present.

### **150. Medieval Europe. (3))**

The processes by which political Europe was created and by which the institutional foundations of western civilization were established.

### **151. The Renaissance and the Reformation. (3)**

The relation of the Renaissance and the Reformation to the political and economic mainstreams of European life.

**152. Europe in the Old Regime, 1660-1815. (3)**

Political, social, economic, and cultural relations of the major European states. The French Revolution.

**154. Europe and the Modern Age, 1815 to Present. (3)**

The search for security in Europe after the French Revolution. Liberalism and social radicalism, nationalism and imperialism. The First World War and the adjustments to a new world. The Second World War and the Cold War.

**155. Analysis of Revolution. (3)**

Comparative study of selected modern revolutions: English, American, French, Russian, Chinese.

**160. Area Study. (3)**

- a. Russia
- b. Latin America
- c. The Far East
- d. India
- e. The Middle East

**199. Senior Seminar. (3)**

Introduction to intellectual history through the study and interpretation of selected readings in modern European and American works.

## ***Government (Go)***

**127. American National Government. (3)**

Structure, functions and problems of American national government.

**128. American State and Local Government. (2)**

Political institutions and behavior at state and local levels, with attention given to state legislatures, governors, judiciaries, state political parties, and urban government and politics.

## ***Mathematics (Ma)***

**Major:** Ma 31, 181; twenty-seven hours in upper division mathematics including Ma 112, 113, 126, 127, 131, 136 and 199 with additional required hours to be chosen with the approval of the major adviser; eight supplementary hours in physics or a minor in a related field. For students who select a minor physics is recommended for fulfilling the science requirement for the degree. Mathematics majors choose French or German to fulfill the foreign language requirement.

**Minor:** Ma 31, 112, 113, 126, and 127.

### **11. Fundamental Concepts of Mathematics. (3)**

Elementary set theory, number concepts, systems of numeration, axioms of elementary mathematics, relations and functions.

### **16, 17. Integrated Algebra and Trigonometry. (3, 3)**

A discussion of some basic concepts in modern mathematics including an integration of basic elements of college algebra and trigonometry. I, II.

### **31. Calculus and Analytic Geometry I. (5)**

Slopes and rates of change, inverse of differentiation, differentiation of algebraic functions, trigonometric and inverse trigonometric functions, differentials and anti-derivatives, definite integral. Prerequisites: Ma 16 and 17 or 3½ years of college preparatory mathematics including trigonometry.

### **111. Mathematics for Elementary Teachers. (2)**

Methods of organizing and presenting arithmetic to children, basic concepts and number processes. Prerequisite: Ma 11. II.

### **112. Calculus and Analytic Geometry II. (5)**

Topics in analytic geometry, logarithmic and exponential functions, hyperbolic functions, technique of integration, further application of integration, logic, sets, Cartesian coordinates defined, product sets, elementary probability. Prerequisite: Ma 31.

### **113. Calculus and Analytic Geometry III. (4)**

Polar coordinates, motion in a curve, further study of limits, infinite series and Taylor's formula, methods of approximation, determinants and linear systems, analytic geometry of three dimensions and vectors, partial differentiation, multiple integration. Prerequisite: Ma 112.

### **126, 127. Introduction to Modern Abstract Algebra. (3, 3)**

Selected topics in theory of equations; elementary theory of groups, rings, fields; polynomials over a field; vector spaces, matrices and determinants. I, II.

### **130. Geometry for Elementary Teachers. (3)**

Development of topics in geometry with particular attention to needs of elementary teachers. Prerequisite: Ma 11.

### **131. Modern Geometry. (3)**

Introduction to topics in Euclidean, non-Euclidean and projective geometries.

### **136. Differential Equations. (3)**

Solution of ordinary differential equations, application to geometry and physics, solution in series. Prerequisite. Ma 113.

### **161. Introduction to Theory of Numbers. (3)**

Divisibility, continued fractions, Diophantine equations, Euclid's algorithms, primes, congruencies.

### **181. History of Mathematics. (2)**

Summary of pre-Christian era, study of Christian era. Required of all mathematics majors.

### **199. Mathematics Seminar. (3)**

Selected topics.

# ***Music (Mu)***

## **MUSIC EDUCATION**

**Major:** Mu 11 (each semester), 16, 17, 18, 113, 116, 121, 122, 153, and 195; piano, 4-8 hours; voice, 4-8 hours. A minor in a related field is optional.

**Minor:** Mu 11 (each semester), 16, 17, 111 or 195, 153; four additional hours in upper division music; piano, 4 hours; voice, 4 hours.

## **PIANO, ORGAN, VOICE**

**Major:** Mu 11 (each semester), 16, 17, 18, 116, 121, 122, 126 or 148, 153, 198; fourteen hours in the applied music major including eight upper division hours.

**Minor:** Mu 11 (each semester), 16, 17, 126 or 148, 153; four additional hours in upper division music; eight hours in the applied music minor including four upper division hours.

## **MUSIC THEORY**

No major is offered.

**Minor:** Mu 11 (each semester), 16, 17, and 18; twelve hours from Mu 113, 116, 121, 122, 153.

### **11. College Chorus. (1)**

Preparation and public performance of sacred and secular choral music. I, II.

### **16-18. Music Theory. (3-9)**

Correlation of written and keyboard harmony, sight singing and ear training.

### **61-64. Piano. (1-2 each semester)**

Bach, two and three-part inventions or the equivalent; Haydn and/or Mozart Sonatas; romantic and contemporary pieces.

### **66. Functional Piano for Teachers. (2)**

Designed to meet the acute need for competent piano skill to accompany classroom singing. Two classes and one lab period per week.

**71-74. Organ. (1-2 each semester)**

Pedal studies; Bach; choral preludes; contemporary liturgical pieces.

**81-84. Voice. (1-2 each semester)**

Technique of singing and its application to individual students. Repertoire from standard and contemporary works in English, French, Italian, and German.

**86. Voice Class. (1)**

Primarily for those students who desire a knowledge of the techniques of singing for personal voice improvement and/or the teaching of singing in the classroom. (Fee determined by enrollment in the class.)

**111. Music for Elementary Schools. (2)**

Procedures and techniques for teaching music in the classroom. Instruction in music fundamentals for those with no previous knowledge of music.

**113. Counterpoint. (3)**

Analysis and writing for two, three, and four voices in the style of eighteenth century counterpoint. Prerequisites: Mu 16, 17.

**116. Analytical Techniques. (3)**

Structural materials used in composition; analysis of various choral, instrumental, and symphonic forms, beginning with the works of the most important sixteenth century composers and continuing through the contemporary period.

**120. Music Appreciation. (2)**

Non-technical study of music materials, forms, and styles for the development of broad and intelligent listening and appreciation.

**121, 122. History and Literature of Music. (3, 3)**

Survey of the great movements in the development of music. May be taken in lieu of Mu 120.

**126. Vocal Literature and Interpretation. (3)**

Representative song literature in English, French, German, and Italian with particular emphasis on performance and style.



**131. Vocal Pedagogy. (2)**

Vocal methods. Lectures, discussions, and demonstrations.

**146. Methods of Teaching Piano. (2)**

Principles and techniques for teaching piano; study of materials used in teaching; experience in student teaching.

**148. Piano Literature and Interpretation. (2)**

Important works written for the piano from the eighteenth century to the present day.

**153. Liturgical Music. (2)**

Practical study of Catholic church music in the light of papal pronouncements and diocesan directives.

**161-164. Piano. (1-2 each semester)**

Advanced technical studies; Bach, Well-Tempered Clavichord or equivalent from the romantic school; concertos and contemporary pieces and/or sonatas.

**171-174. Organ. (1-2 each semester)**

Works for standard literature and contemporary liturgical music. Experience in playing for liturgical services.

**181-184. Voice. (1-2 each semester)**

Effective performance of arias and other song literature in French, English, Italian, and German. Emphasis on stage deportment.

**195. Teaching of Music in the Secondary School and Choral Conducting. (2)**

General school music program with particular stress on conducting and materials. See Ed 195.

**198. Recital. (2)**

Public performance required of applied music majors and recommended for applied music minors.

## ***Nursing (Nu)***

**Major:** Nu 99, 121, 131, 141, 151, 161, 171, and 181; twelve supplementary hours in psychology: Ps 11, 121, 161, 162.

No minor is offered.

### **99. Clinical Nursing. (6)**

Fundamental concepts of nursing care with emphasis on patients with acute and chronic illnesses. Supervised experience in applying these concepts to meet the basic needs and health problems of the individual patient in the hospital, and in the convalescent or nursing home. Pharmacology, nutrition, community and mental health concepts are integrated. Four hours theory; eight hours experience per week.

### **121. Medical-Surgical Nursing. (12)**

Principles of nursing care for patients with problems arising from common medical-surgical conditions, progressing to the care of patients with more complex needs. Using the problem solving approach, the student gives comprehensive nursing care to the patient in various settings: hospitals, clinics, and in the home. Pharmacology, nutrition, community and mental health concepts are integrated. Prerequisites: Nu 99, Nu 141. Eight hours theory; sixteen hours experience per week.

### **131. Leadership in Nursing. (6)**

Principles and concepts of leadership, group dynamics, and supervision in the management of patient care; supervised experience in the application of leadership skills in various hospital settings. Prerequisites: Nu 99, Nu 121, Nu 141, Nu 151, Nu 161. Three hours theory; twenty-four hours experience per week.

### **141. Mental Health Nursing. (6)**

Basic concepts, theories, and issues of psychiatry and psychiatric nursing; understanding of dynamics of behavior and of interpersonal relationships. Supervised experience in applying nursing skills to meet the needs of individuals and groups of patients; functioning with members of other professions on the therapeutic team within a community health setting. Prerequisite: Nu 99. Four hours theory; eight hours experience per week.

### **151. Parent-Child Nursing. (12)**

Fundamental concepts in a family-centered approach to the nursing care of mothers in all phases of the maternity cycle and children through all periods of growth and development; supervised clinical experiences in the home, hospital, and other community settings. Integration of pharmacology, nutrition, community health and mental health concepts. Prerequisites: Nu 99, Nu 141. Eight hours theory; sixteen hours clinical experience per week.

### **161. Preventive Medicine and Community Health. (2)**

Fundamentals of philosophy, organization, and activities of community health; the science of epidemiology, vital statistics, environmental health, and health education.

### **171. Community Health Nursing. (6)**

Functions and responsibilities of community health nursing; supervised experience in nursing care of individuals, families, and groups in the home, school, and other community settings; integration of nutrition and mental health concepts. Prerequisites: Nu 99, Nu 121, Nu 151, Nu 161. Three hours theory; twenty hours experience per week.

### **181. Trends in Nursing. (2)**

Historical development of nursing; demands of professional practice; means of promoting personal and professional growth; survey of trends and opportunities in contemporary nursing.

## ***Philosophy (Ph)***

No major is offered.

**Minor:** Ph 11, 12, 121, 151, 171, 181.

### **11. Introduction to Philosophy. (3)**

Development of thought up to and including Aristotle; relation of philosophy to natural sciences and theology; systematic introduction to the various branches of philosophy with emphasis on philosophy of nature.

### **12. Metaphysics. (3)**

Inductive approach. Intrinsic principles of being in the orders of existence, essence, activity; analogy, causality and transcendentals.

## **121. Philosophy of Man. (3)**

Man in his higher acts of intellect and will; nature, origin, and destiny of man; free will; determinism; man in created reality and his relationship to other beings.

## **151. Ethics. (3)**

The purpose of human existence: eternal happiness with God. Man's quest of God by means of human acts, virtues, and law.

## **171. Modern Philosophical Trends. (3)**

Critical analysis of schools of philosophy from the Renaissance to the present.

## **181. Contemporary Thought. (3)**

Critical readings from various schools of philosophy treating contemporary problems: includes classical realism, idealism, naturalism, positivism, analytic philosophy, existentialism, and Marxism. Recommended as a prerequisite: Ph 171.

# ***Physical Education (PE)***

No major or minor is offered.

## **18. Body Culture I. (1)**

A general course which includes exercises to improve posture, breathing, walking, movement; exercises to improve the figure; emphasis on personality and poise.

## **20. Body Culture II. (1)**

Continuation of PE 18 with preparation for dance.

# ***Physics (Phy)***

No major or minor is offered.

## **11, 12. General Physics. (4, 4)**

Fundamentals of mechanics, heat, sound, light, electricity and nuclear physics.

## ***Psychology (Ps)***

No major is offered.

**Minor:** Ph 11, 12; twelve hours in upper division psychology including Ps 121.

### **11. General Psychology. (3)**

Approach to understanding people, problems of social groups, significance of physiological events and animal behavior in various phases of civilized life. I.

### **12. Theories of Personality. (3)**

Individual as a whole in the normal course of living; aspects of personality unique to the person. Prerequisite: Ps 11.

### **121. Human Growth and Development. (3)**

See Ed 121. I and II.

### **123. Adolescent Psychology. (3)**

Developmental study of the physical, intellectual, emotional, and social growth of the individual from puberty to full maturity. I.

### **135. Marriage. (3)**

The study of marriage in the framework of functional interaction of husband and wife with regard to emotional, social, psychological, and physical needs. II.

### **161. Social Psychology. (3)**

See So 161. I.

### **162. Abnormal Psychology. (3)**

Presentation of a body of new facts and its relation to the knowledge of the normal and the deviations therefrom. Useful to all students of human nature. I.

### **163. Psychology of the Exceptional Child. (3)**

Study of the range of all exceptionalities in children; identification of exceptionality, referral procedures and remediation procedures. II.

**166. Parent Counseling for Teachers of the Mentally Retarded. (3)**

Direct and indirect influence of parents on the behavior of the child; importance of parent attitudes and insight in the potential development of the child. I.

**171. Psychology of Adjustment. (3)**

Recognition of basic needs and motives, their modification through social interaction; varieties of adjustive behavior. II.

**176. Tests and Measurements. (2)**

See Ed 176. II.

**188. Guidance and Counseling. (3)**

Techniques of individual and group guidance, counseling techniques, use of standardized tools, remedial work with study skills and diagnosing of educational aptitudes and interests. II.

**191. Schools of Psychology. (3)**

Comprehensive study of the various systems of ideas which contribute to the study of psychology in both the functional and theoretical structures. I.



# ***Sociology (So)***

**Major:** So 11, 12, 111, 131, 151, 161, 171, 186 and 199; eight supplementary hours in sociology or in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** So 11, 12; twelve hours of upper division work in sociology.

## **11. Introduction to Sociology. (3)**

Introduction to the study of human group behavior, structure and functions; basic theories, concepts and terms.

## **12. Current Social Problems. (3)**

Major social problems, crime, delinquency, the aged, religious and racial relations; poverty and population; their effect on society and the individual. Evaluation of theories regarding these problems.

### **111. Marriage and the Family. (3)**

The study of the factors in male-female orientation, mate selection, marital prediction, problems of adjustment and family disorganization. Emphasis on preparation for marriage and the changing role of woman.

### **121. Minority Group Relations. (3)**

Racial, ethnic and religious minorities in contemporary society. Examines prejudice and discrimination, intergroup hostility, violent and nonviolent movements, civil rights and dominant minority relations.

### **131. Urban Sociology. (3)**

The growth of cities in industrial society; urbanization as a process of social change, which develops distinct behavior patterns. Attention to urban ecology; social stratification; intergroup, family and neighborhood relations; patterns of work and leisure and the processes of mass communication, social planning and redevelopment.

### **141. Introduction to Anthropology. (3)**

The relationships between man and his culture; the functions of kinship systems and institutions.

**151. The Roles of Women. (3)**

Diverse roles of women in family, education, community, profession. Emphasis on developments in modern society.

**161. Social Psychology. (3)**

The interdisciplinary approach to social relations including personality and culture, group structure and process, interpersonal influence, the development of attitude and opinion.

**171. The History of Social Thought. (3)**

Contributions of European and American sociologists to sociological theory; the theorist; his main works; influences on his thinking and evaluation of his sociological views.

**181. Introduction to Methods in Social Research. (3)**

A study of the scientific method as applied to social science and the techniques used to collect and analyze data of social research.

**186. Criminology. (3)**

Approaches to the understanding of criminal behavior and the accompanying philosophy of punishment. Administration of courts, police and prisons; programs of treatment and prevention for juvenile delinquency and crime.

**187. Sociology of Education. (3)**

Designed to view school systems as complex bureaucratic organizations involved in rapid social change. School systems will be examined in terms of such concepts as class, status, power, structure and function.

**191. The Field of Social Work. (3)**

The nature and basic concepts of social work; application to individuals, groups and communities. Examines various settings—medical, children's and family services. Field trips to augment classroom discussions.

**198. Conference and Investigation. (3)**

A course planned to meet student needs not covered in other sociology courses. Designed to increase and integrate the student's knowledge of sociology, with particular emphasis on recent theoretical and research contributions.

**199. Sociology Seminar. (3)**

Selected readings, group discussions and conferences with professor. A scholarly research paper required of senior sociology majors.

## ***Spanish (Sp)***

**Major:** Sp 11, 12, 16, 17; twenty hours in upper division Spanish including Sp 131 and 132; eight supplementary hours in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** Sp 11, 12, 16, 17; twelve hours in upper division Spanish including Sp 131 and 132.

All Spanish majors and minors are required to spend at least two hours a week in the language laboratory.

### **11, 12. Elementary Spanish. (3, 3)**

An introduction to the elementals of language learning: oral ability, aural comprehension, reading and writing of simple Spanish. Two hours a week laboratory period. For students beginning Spanish in college or presenting one unit of high school Spanish. I, II.

### **16, 17. Intermediate Spanish. (3, 3)**

Emphasis on oral-aural skills; review of grammar; readings from Spanish and Spanish-American authors. Two hours a week laboratory period. Prerequisites: Sp 11 and 12 or two years of Spanish in high school. I, II.

### **131, 132. Spanish Composition. (3, 3)**

Oral-aural and written fluency in daily life situations. Intensive written practice of grammar structures and idiomatic expressions aimed to the acquisition of a wider vocabulary. Two hours a week laboratory period. Prerequisites: Sp 16, 17. I, II.

### **151, 152. Survey of Spanish Literature. (3, 3)**

Selected works representative of each period from the Middle Ages to the twentieth century. I, II, alternate years.

### **161, 162. Survey of Spanish-American Literature. (3, 3)**

Selected works representative of each epoch from the Colonial Period to the contemporary period. I, II, alternate years.

### **171. Masterpieces of the Golden Age. (3)**

Extensive reading and analysis of the works of Cervantes, Lope de Vega, Tirso, Alarcon, Calderon, and other writers of the sixteenth and seventeenth centuries. Alternate years.

### **181, 182. Contemporary Spanish Novel and Drama. (3, 3)**

Selected works of the outstanding authors during the last twenty-five years. Alternate years.

### **198, 199. Spanish Seminar. (2, 2)**

Directed readings in Spanish literature, conferences, research papers.

## ***Speech and Theatre (ST)***

**Major:** St 15, 16, 18, 35; twenty-one hours in upper division Speech and Theatre including ST 131, 161, 181, 199; eight supplementary hours in Speech and Theatre or in related fields to be chosen with the approval of the major adviser or a minor in a related field.

As a partial fulfillment of the requirements for the degree the student may choose to direct a major production or give a dramatic recital. If the latter is chosen, ST 191 and/or 192 is required.

**Minor:** Eighteen hours in Speech and Theatre including twelve hours in upper division courses.

### **11. Basic Principles of Speech. (2)**

Principles and their application in the composition and delivery of effective speech.

### **15. Voice Production. (3)**

A drill course designed to build voices for the stage through the development of skills in voice, articulation, and pronunciation.

### **16. Oral Interpretation of Literature. (3)**

The study and practice of vocally expressing the meaning of written compositions. Major emphasis in poetry and dramatic prose.

### **18. Body Culture I. (1)**

A general course which includes exercises to improve posture, breathing, walking, movement; exercises to improve the figure; emphasis on personality and poise.

### **20. Body Culture II. (1)**

Continuation of Body Culture I with preparation for dance.

### **28. Stagecraft. (3)**

An introduction to scenic construction and painting.

### **30. Make-up. (1)**

Study of the structure of the face for stage make-up. Techniques in application of make-up for specific characterizations, both straight and character.

### **35. Acting I. (3)**

Theory and technique; exercises in the development of imagination, in concentration, pantomime, and characterization. Participation in current campus productions required. Prerequisites: ST 15, 16, 18.

### **110. Drama Lab. (No credit)**

An exercise period devoted to voice, body, and improvisations. Required of majors.

### **116. Scene Design and Stage Lighting. (3)**

Introduction to scene design and stage lighting.

### **120. Costume Design. (3)**

Introduction to costuming for the stage.

### **131. Theatre Arts. (2)**

Appreciation of the theatre through a study of dramatic forms and styles; elements of the physical theatre; analysis of representative plays; attendance at current productions.

### **136. Shakespeare. (3)**

See En 136.

### **141. Contemporary Drama. (3)**

Analysis of plays from Ibsen to the present. See En 141.

### **151. Introduction to Television. (3)**

General background with concentration in two of the following areas: art, promotion, film editing, news, production, and traffic. Course given at KMBC-TV offices and studio.

### **161. Advanced Oral Interpretation of Literature. (3)**

Continuation of ST 16. Major emphasis in Readers Theatre. Prerequisite: ST 35.

### **181. Acting II. (3)**

The study of roles and scenes from plays. A discipline in character analysis, creation of the role, rehearsal of scenes and ensemble playing. Participation in a major campus production required. Prerequisite: ST 35.



### **191, 192 Private Instruction. (1, 1)**

Preparation for senior recital.

### **195. Seminar in Special Problems. (3)**

A course directed to the needs of the student in either research or production. Limited to seniors.

### **199. Play Directing. (3)**

A study of the five fundamental elements of directing (composition, movement, picturization, rhythm and pantomimic dramatization) and their practical application in the preparation of a director's manuscript and the directing of a one-act play. Limited to seniors who have completed all other departmental requirements.

## ***Theology (Th)***

### **RELIGIOUS EDUCATION**

**Major:** Twenty-eight semester hours in religious education, including Th 51, 52, 143, 181, 186, and 199; eight supplementary hours in religious education or in related fields to be chosen with the approval of the major adviser or a minor in a related field.

**Minor:** Eighteen semester hours in religious education, including Th 51 or 52, 143, 181, and 186.

For persons not enrolled in a degree program, a certificate of major equivalence will be awarded for the required twenty-eight semester hours, or a certificate of minor equivalence for the required eighteen semester hours.

### **THEOLOGY**

No major is offered.

**Minor:** Eighteen semester hours in theology, twelve of which must be upper division courses.

### **11. Phenomenology of Religion. (3)**

Man in his confrontation of religious reality; God's self-revelation and self-communication; the nature and implications of religious commitment.



## **21. Theology of Revelation. (2-3)**

An introductory study of God's communication with man in the Old and New Testament Scriptures.

## **51. Christian Anthropology. (2)**

An attempt to attain an authentic understanding of man who receives and responds to Christian revelation: a study of theology of person, psychology of religious development, and related aspects of phenomenology and sociology.

## **52. Theology of Catechetics. (2)**

History of catechetics; fundamental principles: fidelity to God, to man, and to a twentieth-century world; factors which condition catechesis, such as age and mentality; principles of methodology.

## **111. Old Testament Scripture Studies. (2)**

A study in depth of selected Old Testament Writings. Prerequisite: Th 21.

## **116. New Testament Scripture Studies: Johannine Writings. (2)**

A study in depth of selected New Testament writings. Prerequisite: Th 21.

## **121. Image of God in Contemporary Thought. (2-3)**

Reflective analysis of various concepts of God in modern thought, in order to evaluate the religious possibilities in contemporary culture.

## **131. The Person Christ. (2-3)**

A search for a relevant and theologically valid understanding of the person Christ, through Christian tradition and contemporary thought.

## **136. The New Creation. (2)**

Reflective study of the meaning, the implications, and the goal of Christ's on-going redemptive activity in men and in the cosmos; an attempt to discern contemporary man's contribution in forming the new creation.

## **141. The Church in the Secular City. (2-3)**

A study of the Christian community in dialogue with contemporary secular society; analysis of new opportunities in forms of life and of mission; a study of the place of Mary within this community.

**143. Theology of the Apostolate. (2-3)**

Reflections on the mission of the Church; analysis of future possibilities in apostolate; spirituality of the contemporary Christian.

**145. The Christian Community at Worship. (2)**

A study of the liturgical celebrations of the Christian community, in their changing cultural expression; religious celebration in the home and its role in forming the family community.

**147. Sacramental Living. (2)**

A study of Christian life as a sacramental way of living, rooted in a fundamental choice made in Baptism and finding its fullest expression in the Eucharist.

**148. Ecumenical Dialogue. (2)**

An investigation of the meaning and goal of ecumenism; a study of the major issues in inter-church relations.

**149. Comparative Religions. (2)**

A comparative analysis of selected areas of religious belief in eastern and western churches.

**150. Introduction to Judaism. (2)**

An introductory study of Jewish faith-life and culture.

**151. Faith and Modern Man. (2-3)**

An attempt to probe the meaning of faith in the contemporary world.

**155. Principles of Christian Morality. (2-3)**

A search for an authentic response to Christ in the contemporary life-situation.

**158. Christian Marriage. (2)**

A study of Christian marriage in its theological, psycho-sexual, social, and cultural dimensions.

**159. Theology of Vocation. (2)**

A study of the call to Christian holiness, and of man's response as situated in the context of marriage and consecrated virginity.

**161. Special Topics in Theology. (2)**

A study of current theological developments, in student-selected areas of interest, e.g. sin, grace-life, freedom, authority-obedience, Mariology.

### **162. Selected Readings in Theology. (2)**

An attempt to develop a growing awareness of contemporary theological thought through reading and discussion of writers and/or themes.

### **163. The Challenge of Teilhard de Chardin. (2)**

A reflective analysis of the theological contributions and limitations of Pere Teilhard de Chardin in his influence on contemporary thought; the challenge of his insights in creating new forms and dimensions of Christian spirituality.

### **164. Religious Freedom. (2)**

Reflective study of the nature and function of human freedom in man's response to religious reality; analysis of various traditional and contemporary responses.

### **165. The Christian and Contemporary Issues. (2)**

A lecture-seminar course which will search for Christian attitudes toward various sociological, economic, and political problems, such as human rights, poverty, population control, Church-state relations, war and peace.

### **181. Catechesis of Selected Topics. (2)**

A theological-catechetical study of selected aspects of the Christian mystery as an attempt to learn how the truth is interpreted to various age and/or mentality groups.

### **186. Specialized Areas in Religious Education. (2)**

An attempt to make concrete and specific the communication of Christian revelation in already defined and/or in emerging apostolates:

- a. pastoral catechesis
- b. religious education of the adolescent
- c. religious education of the child

Prerequisite: lower division requirements and Th 181.

### **198. Independent Study. (2-3)**

Approved and directed in-depth study of a specific area of theology, according to student need and interest. Limited to majors.

### **199. Practicum. (3)**

Period of actual experience in one of the specialized areas of religious education, with departmental guidance, direction, and supervision. (Required of full-time students only.)

# *Personnel*

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Dorothy Gallagher, *Associate Professor of Sociology*

Sister M. Pachomia Lackey, *Professor of Mathematics*

## FACULTY COMMITTEES

The president is *ex officio* a member of all college committees.

### Committee on Educational Policies

academic dean and chairmen of departments

### Committee on Admissions and Scholarships

academic dean, registrar, director of admissions, and two faculty members

### Committee on Financial Aid

treasurer, registrar, director of admissions, and financial aid coordinator

### Committee on Student Affairs

dean of students, dormitory prefects, class moderators, and class vice-presidents

### Committee on Library

librarian, assistant librarians, and a faculty representative from each department

### Committee on Teacher Education

chairman of the Department of Education and Psychology and three faculty members

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Gifts and bequests of money, securities, or real estate are gratefully received by Avila College. Such gifts have made possible the purchase of new campus property and furnishings for portions of the buildings. It is through continued thoughtfulness on the part of individuals who wish to contribute to the education of women at Avila College that the future of the college can be secured.

The college recommends that anyone desiring to remember Avila College through a bequest or will carefully comply with the laws of the state in which the will is made.

In Missouri, the testator must sign his will in the presence of two witnesses. Some states require three witnesses.

Form for General Bequest

I,....., give and bequest to  
Avila College, Kansas City, Missouri, a body coporate of the  
State of Missouri, for its general corporate purpose.....  
.....for the benefit and use of  
Avila College forever.

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